DOCUMENT RESUME

ED 431 458 JC 990 380

TITLE	Post-Secondary Education in the Knowledge Economy: The College Connection.
INSTITUTION	Association of Colleges of Applied Arts and Technology of Ontario, North York.
PUB DATE	1997-04-16
NOTE	9p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Adult Education; *Community Colleges; Educational Innovation; *Educational Needs; *Federal Government; Federal Regulation; Foreign Countries; *Government Role; *Government School Relationship; Public Education; Two Year Colleges
IDENTIFIERS	*Ontario Colleges of Applied Arts and Technology

ABSTRACT

This series of recommendations, submitted by the Association of Colleges of Applied Arts and Technology of Ontario to the Senate of Canada Subcommittee on Post-Secondary Education, arises from the belief that the colleges of applied arts and technology are well-positioned to educate Canadians to thrive in the information age. The success these colleges have had in enhancing employability, economic development, and lifelong learning are cited. The report offers 14 recommendations to the Federal Government in the areas of strategic partnership, education and training in the 21st century, and the federal government achievements and future role in education and training. The colleges recommend that, among other things, the federal government: (1) utilize more fully the college's education and training capacity in the development of federal human resource strategies; (2) maintain the Canada Student Load Program, and work with Ontario to implement an Income Contingency Loan Repayment Plan that accommodates diverse college student profiles; (3) recognize and utilize the leadership of colleges in creating economic growth through public and private sector partnerships; (4) assist colleges in profiling successful college-corporate training agreements to promote greater private sector responsibility for training; (5) assist the colleges in internationalizing their institutions; and (6) appoint college leaders to federal boards, agencies and councils to ensure college expertise and resources are utilized. (JJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 431 458

Post-Secondary Education in the Knowledge Economy: The College Connection

Presented by:
The Association of Colleges of Applied Arts and Technology of Ontario

Submitted to:
The Senate of Canada Subcommittee On Post-Secondary Education

Presenters:
Lynda Davenport, Chair, Council of Governors
Brian Desbiens, Chair, Council of Presidents
Joan Homer, Executive Director, ACAATO
Tom Evans, Director, Training Office, ACAATO

April 16, 1997
Ottawa, Ontario

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
F. Hamblin
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

JC 990 380

Post-Secondary Education In the Knowledge Economy: The College Connection

BEST COPY AVAILABLE

- Strategic Partnerships
- Education and Training into the 21st Century
- Federal Government Achievement in Education and Training
- Future Federal Government Role in Education and Training
- Conclusion and Ontario Colleges' Requests from the Federal Government
- Summary of Recommendations

The Ontario Community College System Provides Solutions to Future Employability and Human Resource Demands Through Strategic Partnership Alliances

THE COLLEGES OF APPLIED ARTS AND TECHNOLOGY OF ONTARIO

As the Canadian economy moves into the new information age Canadians will require a minimum of three years post-secondary education to qualify for meaningful work. Information is the new capital.

- The 25 Colleges of Applied Arts and Technology of Ontario form part of a system of over 170 colleges, cégeps and institutes across Canada and are located in 900 sites serving 200 communities as adult learning centres in English and French
- Established in 1967, the colleges representing a **PARALLEL**, post-secondary system to the universities, have graduated 555,000 people. Colleges are accessible and invitational to diverse learners. Former university students, which make up approximately 10% of the current enrolment, enter colleges to re-focus their academic learning towards vocational success
- Colleges are mandated to provide community-based, career education and training which enhances community economic development. Approximately 500 active post-secondary programs are offered presently to 136,000 full time students; over 700,000 part time students are enrolled in a variety of adult and continuing education programs. Most programs include a co-op/workplace component in a related area of the labour market 60% of college students are **NOT** direct entrants from high school. In 1995, 82% of our graduates were placed in employment six months after graduation
- Our track record over the past 30 years in enhancing employability, economic development and lifelong learning has been outstanding! Key elements of our success have been our community-based Boards of Governors, our diversity and our 10,000 active employer and community representatives on our program advisory committees
- As Crown Agencies accountable for spending public funds, colleges share with the Ontario Government responsibility for ensuring the provincial workforce remains employable and globally competitive into the 21st century
- Fundamental principles of funding stability, institutional diversity, flexibility, access and accountability are essential elements to a basic framework for Ontario colleges in the future
- The profile of our students differs significantly from university and high school students. The average college student is 26 years of age, female, carries family responsibilities, has some workforce experience and comes from a diverse cultural,

ethnic and economic background. In order to make ends meet, this student must remain attached to the workforce part time and carries a heavy debt load. It is critical to our students that a reasonable Income Contingency Loan Repayment Plan be implemented quickly and take into account the debt burden our students will have incurred as they re-enter the workforce.

It is recommended that:

- **the Federal Government utilize more fully the college's education and training capacity in the development of federal human resource strategies**
- **the Federal Government maintain the Canada Student Loan Program and work with Ontario to implement an Income Contingency Loan Repayment Plan that accommodates our diverse college student profile**

STRATEGIC PARTNERSHIPS

- Colleges have consistently operated effectively through local, national and international partnerships (eg: Georgian College a medium sized college in Central Ontario, which does not have a university located within its jurisdiction, has developed over 80 partnership arrangements with government, business and industry organizations). Collectively, colleges are actively engaged in over 2000 partnership arrangements at any one time
- On average, colleges have 10 program transfer agreements with Canadian and American universities. As a system a minimum of 250 program transfer agreements are operational
- Examples of Ontario college partnerships include:
    - The Bell Centre for Creative Communications at Centennial College: a central focus for long term, mutually beneficial training arrangements involving several major corporations investing a total of $51 million;
    - Sheridan College's partnership with the Disney Corporation from which graduates from the classical-animation program have secured substantive careers and received Oscar nominations;
    - Canadian Steel Industry's partnership arrangement with Ontario colleges for the development of adult and post-secondary training programs for its workforce. Approximately 15,000 employees have accessed this opportunity which has expanded to include 19 colleges, institutes and cégeps in 6 provinces;
    - The Government of Hungary contracted with Ontario colleges for the establishment of a community college system modelled on the Ontario college system. This partnership arose after extensive, global research of alternate systems by the Hungarian Government
- In partnership arrangements with over 64 countries globally Canadian business and industry are introduced to new markets. New funds are injected into colleges and their communities through an estimated annual expenditure of $25,000 per foreign student. Foreign investment is encouraged to locate within Canada through these associations which highlight the availability of workforce training
- The colleges represent a significant resource to Canada internationally and are strong partners in Canada's social and economic development.

It is recommended that:

- the Federal Government recognize and utilize the leadership of colleges in creating economic growth through public and private sector partnerships
- the Federal Government assist the colleges in profiling successful college/corporate

training agreements to promote greater private sector responsibility for training

- the Federal Government recognize the significance of colleges as a resource in representing Canada internationally and assist colleges in their efforts to internationalize their institutions

Education and Training in the 21st Century

Canadian economic growth and job creation in the 21st century are dependent upon our commitment to science and technology, education and training

- Technology is the single most important determining factor to sustained economic growth. Science and technology are the "enablers of the future" and education and training require an investment in people
- Sustained economic growth and future job creation in Canada is highly dependent upon government making education and training, science and technology top priorities.
- Funding should be directed to advancing the frontiers of new knowledge and to train Canadian scientists, engineers, technicians and technologists
- The United States has invested heavily in science and technological development over the past 50 years
- John Gibbons, assistant to President Bill Clinton for science and technology policy, estimates the social rate of return to the United States on this investment at approximately 50% (a better return than most corporate investments)
- United States Government spending on education has been increased in support of science and technology and sustained in government plans to balance the budget by 2002
- This type of policy decision is required in Canada and is critical to Ontario which represents 42% of the Canadian workforce
- The costs of **NOT** making key investments in technical and human resource planning may be greater than eliminating the Canadian deficit (eg: Software Industry skilled labour situation being repeated in other sectors such as : automotive manufacturing; automotive parts; aviation; plastics; machinery)

It is recommended that:

- **The Federal Government provide leadership through establishing education and training in the areas of science and technology as a priority for funding considerations**

- **The Federal Government follow through on recommendations from the National Advisory Board on Science and Technology which included establishing a forum for national goal setting and the development of national standards; a national scholarship program and as a priority a national philosophy of investing in teaching and research in the areas of science and technology**

Federal Government Achievement in Education and Training

Recent reports of an investment treaty being negotiated by industrial countries may

limit the Canadan Governments' ability to set policies which promote Canadian employment quotas on foreign-owned firms. Similar international agreements are expected to increase and will threaten Canadian sovereignty. This brings into question the policy direction of deficit reduction at all costs with no investment in science and technology. Increasingly, globalization and the resulting agreements define the mission.

- The Ontario colleges are known for their extensive partnerships in business, industry, government and education. Since 1967, one of the most significant college partnerships has been with the Federal Government in the area of labour market training. This partnership was abandoned by the Federal Government and has caused severe financial disruption to Ontario colleges and to some school boards
- In 1988 the Federal Government purchased labour market training services directly from Ontario colleges to approximately $174 million. As of April 01, 1999 no further purchases have been scheduled.The Federal Government also reduced transfer payments for post-secondary education, threatened student financial assistance and virtually eliminated local employment counselling capacity
- In addition to not following through on recommendations from the National Advisory Board on Science and Technology, the Federal Government has not invested in research and in the development of human resource needs
- The Federal Government has stated its intent to devolve responsibility for employment training and the maintenance of the costly infrastructure to support this training to the provinces and territories. Federal financial support to the provinces and territories is critical to implementing this responsibility
- The Federal Government endorsed a pilot project recently involving changes to immigration rules to allow "qualified" foreign nationals priority in entering Canada to fill jobs for which there were no qualified Canadians. This situation would not have arisen with appropriate labour force planning.

It is recommended that:

- **The Federal Government review its role in education and training through a national consultation process involving providers of education and training services, the private sector, the provinces and territories**

Future Federal Government Role in Education and Training

New global alliances will render old industry boundaries and narrowly focused skills obsolete. Sudden changes in the workplace and in the division of work, along with the emergence of new occupations, will continue to be driven by global competition. These realities and recent demographic information on Canada's workforce clearly indicates that adult education, training and re-training will be the largest growth area in the education and training sector into the 21st century.

- Labour market training including training for new immigrants, training for youth and ensuring access to education and training are concerns of the Federal Government
- A national forum of public and private sector stakeholders should be established to research and develop processes for forecasting labour market demand and to assist in human resource planning, in capacity building and in developing a VISION for the Canadian labour market
- Capacity building includes helping people maximize their potential through eliminating barriers. To this end the federal government must provide a more comprehensive and manageable student financial assistance program which provides

a measure of equal opportunity to all Canadians

- Other barriers to be addressed by the Federal Government include providing leadership to ensure the development of national standards for skilled trades training and the portability of credentials obtained by students
- Capacity building also includes helping institutions reach their potential with the federal government addressing issues, in cooperation with the provinces, related to the severe financial constraints being imposed on colleges and the high initial cost of purchasing current technological equipment to expand the creative and innovative delivery of education and training programs to Canadians
- Under the BNA Act the Federal Government is restricted in its ability to exercise leadership in developing a national framework for education and training. However, a leadership role is available for the Federal Government to promote change within the Council of Ministers of Education of Canada. Historically, the lack of success in resolving inter-provincial jurisdictional issues has been a source of much frustration to many academic leaders. The lack of an appropriate dispute resolution mechanism poses a major threat to the future employability of Canadians. Jurisdictional issues resolution requires national leadership to achieve more comprehensive solutions to individual and workforce mobility concerns which will **NOT** result in the "lowest common denominator" being the accepted solution

It is recommended that:

- **the Federal Government play a more pro-active role in the development of a national framework for education and training which includes a VISION for the Canadian labour market and encourages change within the Council of Ministers of Education of Canada**

- **The Federal Government provide leadership through the establishment of a national forum of public and private sector stakeholders to research and develop accurate and longer term forecasts of labour market demands as well as the development of a national vision and strategic plan of action for the implementation of the Canadian Vision for labour market training**

- **the Federal Government demonstrate leadership in addressing issues related to individual and institutional capacity building**

- **the Federal Government appoint college leaders to federal boards, agencies and councils to ensure college expertise and resources are utilized**

- **the Federal Government, in cooperation with the provinces, provide appropriate incentives to the private sector to encourage private sector investment in training and in re-training the current workforce**

- **the Federal Government initiate more comprehensive and strategic longer term planning of human resource requirements and labour market demands across Canada.**

Conclusion

The Ontario colleges request the following of the federal government:

- **Establish as a priority a strong commitment to science and technology education and training along with applied research**
- **Establish national planning and standards setting goals**
- **Establish effective scholarship and work study programs**
- **Invest in public institutions through reinstating provincial transfer payments**
- **Pro-actively support the "internationalization" of colleges**
- **Financially and supportively address the capacity building needs of individuals through an effective student loan and repayment plan**
- **Financially support public funded education institutions by building technology transfer capacity and renewing the infrastructure to accomplish this goal**
- **Provide assistance to facilitate faculty to upgrade their skills to ensure curriculum and teaching skills are relevant to the requirements of industry**
- Ontario community college leaders welcome the opportunity to continue to work with government and the private sector to ensure continued prosperity for all Canadians.
- Since 1990, the colleges have increased enrolment over 35% despite funding decreases of almost 40%. Colleges continue to be viewed by many as the community resource to be relied upon for future employability and adult education needs
- As new global alliances emerge and render old industry boundaries and narrowly focused skills obsolete colleges urge this committee to recommend that government establish education and training in the areas of science and technology as a priority
- To ensure access to education and training for all Canadians at various periods over their lifetime, a reasonable Contingency Loan Repayment Plan must be implemented quickly
- The Federal Government should maintain an active role, in cooperation with colleges, universities and the private sector, in the development of an national framework for education and training, and in encouraging Canadian industry to view education and training as an investment in the Canadian workforce
- Education and training must be cost-shared by government, private sector and students.
- As new global alliances emerge and render old industry boundaries and narrowly focused skills obsolete we must compete internationally with a highly trained workforce. We must collectively commit to investing in people for the future. The resources of community colleges to provide that training are being consistently eroded through government policies developed solely to meet fiscal objectives.
- In devolving responsibility for labour market training, without sufficient funding to maintain that training and the infrastructure to support it, the Federal Government has reduced significantly the possibility of creating an effective labour market strategy for training and job creation.

Summary of Recommendations

- **the Federal Government utilize more fully the college's education and training capacity in the development of federal human resource strategies**

- **the Federal Government maintain the Canada Student Loan Program and work with Ontario to implement an Income Contingency Loan Repayment Plan that accommodates our diverse college student profile**

- **the Federal Government recognize and utilize the leadership of colleges in creating economic growth through public and private sector partnerships**

- **the Federal Government assist colleges in profiling successful college -corporate**

training agreements to promote greater private sector responsibility for training

- **the Federal Government recognize the significance of colleges as a resource in representing Canada internationally and assist colleges in their efforts to internationalize their institutions**
- **the Federal Government provide leadership through establishing education and training in the areas of science and technology as a priority for funding considerations**
- **the Federal Government follow through on the recommendations from the National Advisory Board on Science and Technology which included establishing a forum for national goal setting and the development of national standards; establishing a national scholarship program and establishing as a priority a national philosophy of investing in teaching and research in the areas of science and technology**
- **the Federal Government review its role in education and training through a national consultation process involving the providers of education and training services, the private sector and the provinces and territories**
- **the Federal Government play a more pro-active role in the development of a national framework for education and training which includes a VISION for the Canadian labour market and encourages change within the Council of Ministers of Education of Canada**
- **The Federal Government provide leadership through the establishment of a national forum of public and private sector stakeholders to research and develop accurate and longer term forecasts of labour market demands as well as the development of a national vision and strategic plan of action for the implementation of a labour market training**
- **the Federal Government demonstrate leadership in addressing issues related to individual and institutional capacity building**
- **the Federal Government appoint college leaders to federal boards, agencies and councils to ensure college expertise and resources are utilized**
- **the Federal Government, in cooperation with the provinces, provide appropriate incentives to the private sector to encourage private sector investment in training and in re-training the current workforce**
- **the Federal Government initiate more comprehensive and strategic longer term planning of human resource requirements and labour market demands across Canada.**

April 16, 1997
ACAATO

Return to ONTARIO TRAINING OFFICE